



## COURSE DATA

### Data Subject

<b>Code</b>	33601
<b>Name</b>	General didactics
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1304 - Degree in Preschool Education	Faculty of Teacher Training	1	First term
1305 - Degree in Primary School Education	Faculty of Teacher Training	1	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	1	First term

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1304 - Degree in Preschool Education	2 - Educational processes and contexts	Basic Training
1305 - Degree in Primary School Education	1 - Educational processes and contexts	Basic Training
1324 - Degree in Preschool Education (Ontinyent)	2 - EDUCATIONAL PROCESSES AND CONTEXTS	Basic Training

### Coordination

<b>Name</b>	<b>Department</b>
MOLINA GALVAÑ, MARIA DOLORES	100 - Education and School Management
ROS GARRIDO, ALICIA	100 - Education and School Management

## SUMMARY

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**La Didáctica General** hace referencia al conocimiento y al saber que sustentan las prácticas pedagógicas que hacen posible una relación educativa viva y fértil. Estudiar la didáctica, entonces, no se reduce a identificar únicamente procesos y programas de enseñanza que podemos gestionar para evidenciar resultados de aprendizaje, previamente definidos y homogéneos para todo el alumnado. **La Didáctica trata de elaborar el sentido del enseñar y el aprender** atendiendo al sentido de las situaciones, las relaciones y las acciones pedagógicas; y **trata de orientar el sentido de lo educativo** atendiendo las posibilidades y los límites que impone el marco cultural, administrativo y social actual.

**La asignatura de Didáctica General** en las titulaciones de Grado de Maestro/a en Educación Infantil y de Grado de Maestra/o en Educación Primaria **tiene carácter introductorio y de formación básica** tratando de acercar, a los y las estudiantes, a las problemáticas propias de las prácticas educativas así como a la indagación y elaboración de un conocimiento pedagógico complejo y rico. Poniendo especial atención en el diseño y análisis de las condiciones que intervienen en la producción del conocimiento teórico-práctico necesario para comprender e intervenir en las realidades escolares.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.



- Know the fundamentals of pre-primary and primary education.
- Analyse teaching practice and the institutional conditions that frame it.
- Address and solve discipline issues.
- Know and deal with school situations in multicultural and co-educational contexts.
- Understand that the daily dynamics of education change according to each student, group and situation and know how to be flexible when teaching.
- Value the importance of stability and regularity in the school environment, schedules and teachers' moods as factors contributing to the harmonious and comprehensive progress of students.

### **1324 - Degree in Preschool Education (Ontinyent)**

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Know the fundamentals of pre-primary and primary education.
- Analyse teaching practice and the institutional conditions that frame it.
- Address and solve discipline issues.
- Know and deal with school situations in multicultural and co-educational contexts.
- Understand that the daily dynamics of education change according to each student, group and situation and know how to be flexible when teaching.
- Value the importance of stability and regularity in the school environment, schedules and teachers' moods as factors contributing to the harmonious and comprehensive progress of students.

**LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

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**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

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**EVALUATION**

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**REFERENCES****Basic**

- La profesora o el profesor de cada grupo de estudiantes concretará la selección bibliográfica básica propia de dicho grupo, teniendo en cuenta el listado de bibliografía complementaria.

La professora o el professor de cada grup d'estudiants concretarà la selecció bibliogràfica bàsica pròpia per eixe grup, tenint en compte el llistat de bibliografia complementària.

**Additional**

- AAVV (2010). Buenas noticias de la escuela. Madrid. Sabina Editorial
- CARBONELL, J. (coord.) (2000). Pedagogías del Siglo XX. Barcelona. Ciss-Praxis
- DANIELS, H.(2003). Vygostsky y la pedagogía. Barcelona. Paidós
- DELORS, J. (1994). Los pilares de la educación. Madrid. Santillana
- DIAZ, A. (2009). Pensar la didáctica. Buenos Aires. Amorrortu.
- FENSTERMACHER, G. y SOLTIS, J. (1998). Enfoques de la enseñanza. Buenos Aires. Amorrortu
- FREIRE, P. (1993). Cartas a quién pretende enseñar. Buenos Aires. Siglo XXI.
- GIMENO, J. (coord.) (2009). Educar por competencias. ¿Qué hay de nuevo?. Madrid. Morata
- HERNÁNDEZ, F. (coord.) (2010). Aprender a ser en la escuela primaria. Barcelona. Octaedro



- JACKSON, P. (1991). La vida en las aulas. Madrid. Morata
- JOYCE, B. y WEIL, M. (2002). Modelos de enseñanza. Barcelona. Gedisa
- PIUSSI, A.M. y MAÑERU, A. (coords.) (2006). Educación, nombre común femenino. Barcelona. Octaedro
- POSTMAN, N. (1999). El fin de la Educación. Barcelona. Octaedro
- SALINAS, D. (2002). ¡Mañana a examen! La evaluación: entre la teoría y la práctica. Barcelona. Graó
- SILVA, T. (2001). Espacios de identidad: nuevas visiones sobre el currículum. Barcelona. Octaedro
- STENHOUSE, L. (1984). Investigación y desarrollo currículum. Madrid. Morata
- SUÁREZ, C. (2010). El aprendizaje cooperativo como condición social de aprendizaje. Barcelona. UOC
- VAN MANEN, M. (1989). El tacto en la enseñanza. El significado de la sensibilidad pedagógica. Barcelona. Paidós
- ZAMBRANO, M. (2007). Filosofía y Educación. Manuscritos. Málaga. Ágora